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ABSTRACT

An instructor's manual and student activity guide on display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to thirteen periods), activity goals, instructional objectives (twelve required; two optional), related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication [a series of questions to be answered about the occupational area and a rating sheet]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Descriptions for four occupations (display manager, display designer, display maker, and salesperson) conclude the document. (JH)

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ED169378

DISTRIBUTIVE EDUCATION-DISPLAY

Kit No. 89

INSTRUCTOR'S MANUAL

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1978

CE 020 563

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TITLE OF ACTIVITY

Kit No. 89, Distributive Education – Display

DURATION

Main Activity: 3 – 5 periods
Follow-up Activity: 1 – 8 periods

GOALS

The student will understand the proper method of assembly for a mannequin.

The student will learn how to put garments on a mannequin or a display form correctly.

The student will learn how to assemble a simple display.

The student will evaluate a display.

INSTRUCTIONAL OBJECTIVES

The student will attach the lower torso to the mannequin stand.

The student will attach the upper torso to the lower torso of a mannequin.

The student will attach the arms to the torso.

The student will attach the hands to the arms.

The student will dress the mannequin.

The student will place the mannequin on the mannequin base.

The student will make a show card for the display.

* The student will create a background for the display.

* The student will select some accessories to complete the display.

The student will evaluate the displays.

The student will attach the display form to the stand.

The student will place the form in an appropriate place for a display.

The student will dress the display form.

The student will fit the garments to the form.

*These objectives are optional. If you have the materials and space these objectives will add to this activity.

VOCATIONAL CLUSTERS

Office Occupations
Home Economics

ACTIVITY IMPLEMENTATION

A. Activity Description

This activity will introduce the student to the area of display as it relates to Distributive Education. The student will learn how to assemble and dress a mannequin or a display form. Then the students, working in small groups, will assemble a display.

The students will use a display rating sheet and judge the displays.

B. Safety

Mannequins are big, bulky, rigid, and expensive. They are easily scratched, marred or broken. Handle the equipment with care at all times. It is tempting for students to "play" with these fashion "dolls." Do not allow this, as serious injury to students may result. A finger may go into someone's eye, a dismembered arm could land a serious blow to a student's head.

The mannequins and forms are put together with metal fittings and tend to fit together with jerky movements. Fingers can be easily pinched or mashed. Teeth can be chipped when disassembling a mannequin by applying too much upward pressure.

Care should be taken so the mannequins and forms are not dropped or knocked over as foot injuries can result.

C. Materials Required

1. Audio Visual Equipment:

   Slide projector
   Screen

2. Technical Equipment:

   1 male mannequin
   2 female mannequins
   1 dress form
   2 suit forms
   4 mannequin bases

Male Clothes
- 1 pr. denim jeans
- 1 jacket
- 1 pullover shirt
- 1 plaid shirt
- 1 pr. shoes
- 1 belt
- 1 pr. socks
- 1 tie
- 1 dress shirt

Female Clothes
- 1 pr. pants
- 2 skirts
- 1 blazer
- 2 pr. shoes
- 1 jacket
- 3 shirts
- 1 scarf

3. Expendable Supplies:

Poster paper
Magic markers
Scissors or paper cutter
Straight pins
Masking tape

Optional Materials

Small props such as books, empty perfume bottles, discarded jewelry, travel posters, sports equipment, etc. can be used to add interest to the displays. Left-over wallpaper, a roll of white paper, construction paper, or other "raw material" such as fabric, plywood, Styrofoam, etc. can be used in many ways for backgrounds and props.

D. Preparation Prior to Class

If you are not familiar with this activity, you should read through the student activity guides A and B, to become acquainted with the task involved. Actually put the mannequins together, and the stands as they may be unfamiliar to you.

Arrange the students into six groups and set up six working stations. Allow ample floor space for assembling the displays and student movement around the displays. Locations in corners or against the wall would be ideal.

At stations No. 1, No. 2, No. 3 place each of the following items:
- 4 copies of Student Activity Guide A
- 1 mannequin unassembled
- 1 mannequin stand
- 1 mannequin base
- 1 "set" of clothes (Sets are numbered No. 1 at station No. 1 etc.)

At station No. 4 place the following items:
- 4 copies of Student Learning Activity Guide B
- 1 dress form
- 1 mannequin base
- 1 "set" of clothes No. 4

At stations No. 5 and No. 6 place each of the following items:
- 4 copies of Student Activity Guide B
- 1 male suit form
- 1 "set" of clothes No. 5 at station No. 5 and No. 6 at station No. 6

E. During Class Session

INTRODUCTION

Visual Merchandising or selling through eye appeal is the purpose of display. Clothing and other items are put before the customer in an attractive eye appealing manner. This may be a store window or an interior display. The retailer uses this opportunity to showcase the merchandise. The latest fashion goods can be shown with the new accessories for the latest looks. Clothes should be shown as they would be worn so that customers can picture themselves wearing the clothes.

By learning how to assemble and dress mannequins and display forms you will gain an insight and understanding into one aspect of the merchandising of fashion.

At your station you have the equipment and materials to explore one part of the fashion business.

Follow the directions in the student guide. When you reach a checkpoint or need other material you may come to the teacher's desk.

F. Follow-up Activities

1. Using the VIEW Fact Sheet, Students

should report on at least one of the following occupations:
Artist
Buyer
Commercial Artist
Department Store Salesperson
Fashion Model
Manager, Department Store
Sign Painter

2. Using copies of the rating sheet, have students rate three or more windows in local businesses. They could describe the windows and explain their ratings to the class.

3. View slides of window displays in class; discuss them and how they were constructed. Also, what type image do they project for the store.

4. Have students set up a display in a prominent location in the school, perhaps portraying a school activity or event. (Football, basketball, baseball, or cheerleading uniforms with a schedule for the season; graduation robe and hat; prom dresses or suits; National DECA week — DECA blazers; American Vocational Education Week — Work uniforms; Foreign language Week — Ethnic Dress.

5. Field trip to local shopping center to determine kind of displays being used.

6. Guest speaker — Display person from a local Department store.

7. Ask the school principal to judge the displays made by the six groups. Give a prize to the winning group — candy bars, colas, free tickets to the game or dance.

8. Have the students rotate in the groups so everyone learns to make the different types of display.

9. The clothes have been selected so that many outfits can be made using the same clothes and putting different pieces together. Have the students make as many different outfits as possible. These could be displayed on the mannequins or forms.

10. Ask the students to bring clothes to school to make additional displays.

ANSWER KEY

None

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Rating Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

RATING SHEET

		#1	#2	#3	#4	#5	#6
1.	POWER TO ATTRACT ATTENTION — 20 points Is the theme or idea clever? Are the display props suitable and attractive? Is the background appropriate?						
2.	ARRANGEMENT — 15 points Is there a proper amount of merchandise used in the display? Do props enhance rather than distract from the display? Are appropriate show cards used?						
3.	CLEANLINESS — 15 points Is the total display clean? Is the floor clean? Is the background clean and fresh?						
4.	TIMELINESS — 15 points Are the clothes in the display appropriate? Is the theme right for the display? Are the show cards related to the display?						
5.	SELLING POWER — 20 points Are the items displayed as they would be used? Do show cards bring out the important points of the merchandise? Does the theme aid the features of the merchandise?						
6.	TECHNICAL EXCELLENCE — 15 points Is the merchandise well fitted and well placed? Does the arrangement add to the appearance of the merchandise? Is the display put together neatly and without mechanical helps showing?						

DISTRIBUTIVE EDUCATION-DISPLAY

Kit No. 89

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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PROGRAMMED TEXT A

MANNEQUIN

FASHION MERCHANDISING
DISPLAY

INTRODUCTION

In order for students to be successful in the field of Distributive Education, they must understand the importance of sales promotion. One of the most important aspects of promotion is visual merchandising, or display. To display means to show or exhibit goods or ideas. Displays are designed to sell merchandise. They also create an image that reflects the character of a store. In Distributive Education these goods or ideas are usually best demonstrated by using mannequins. Customers can see the garments as they are to be worn, thus helping them to make a decision to buy the clothes.

In this activity you will learn how to assemble and dress a mannequin or a display form. You will also set up a simple interior display and evaluate the display.

GOALS

The student will understand the proper method of assembly for a mannequin.

The student will learn how to put garments on a mannequin correctly.

The student will learn how to assemble a simple display.

The student will evaluate a display.

DIRECTIONS

Start by reading objective No. 1 and then follow the steps to complete the objective.

Complete the checkpoints before going on to the next objective.

If you cannot complete the checkpoint, redo the steps and try again before asking for help.

Do not make any marks in the programmed text.

You will be working in a group of four students. Students will take turns doing the activities individually.

MATERIALS

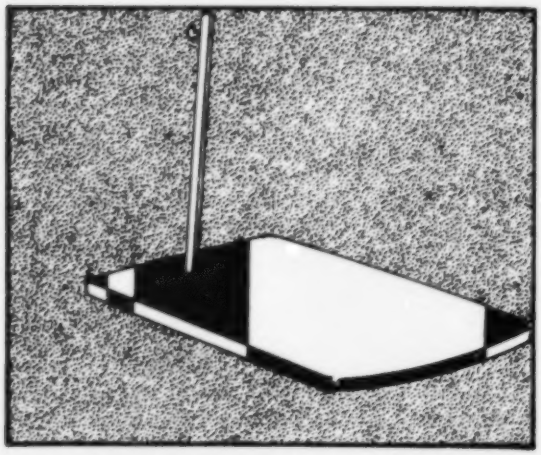
At your station you should have the following items:

- 1 mannequin with stand
- 1 mannequin base
- 1 "set" of clothes including:
  - pants or skirt
  - shirt or sweater and/or jacket
  - shoes
  - socks for male
  - belt for male

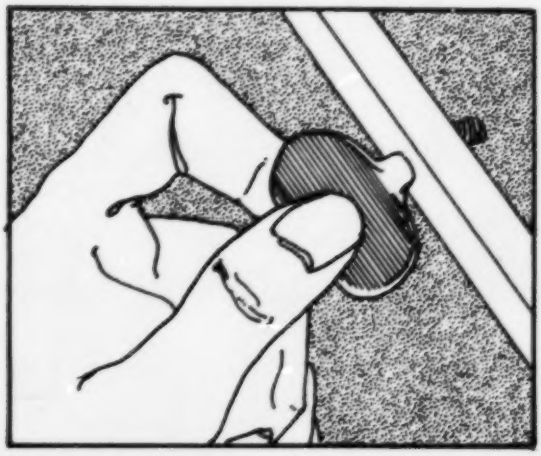
PROGRAMMED TEXT – A
(For Mannequin)

Instructional Objective 1

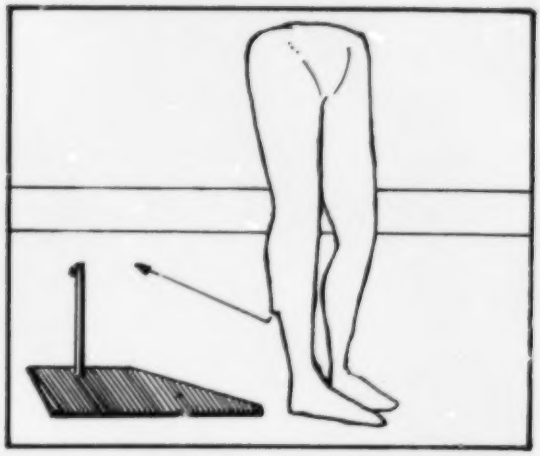
The student will attach the lower torso to the mannequin stand.



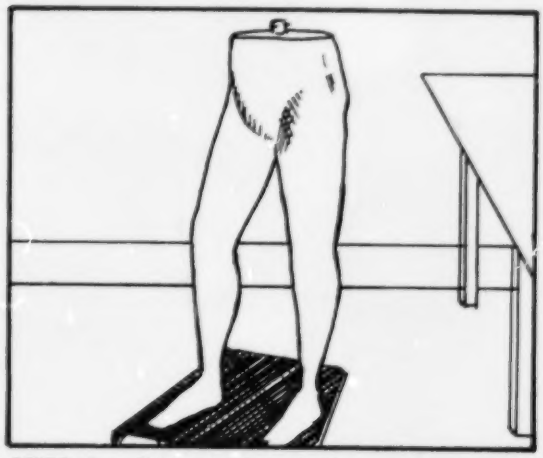
STEP 1 – Place the stand on the floor in the position shown.



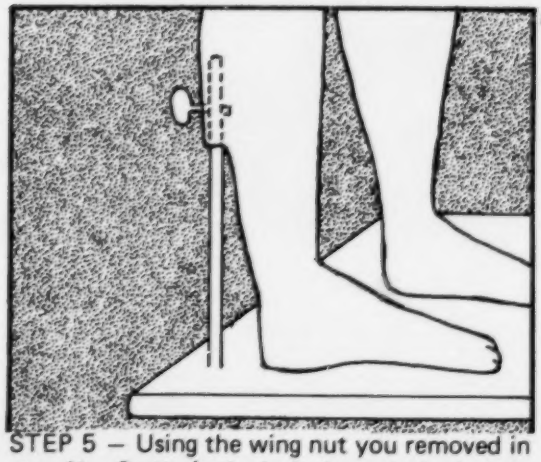
STEP 2 – Unscrew the wing bolt and set aside.



STEP 3 – Pick up the lower torso and slide the metal bar located on the mannequin stand, into the hole on the mannequin's right leg.



STEP 4 – Slide the leg all the way down over the bar until the feet touch the base.



STEP 5 – Using the wing nut you removed in step No. 2 attach the bolt through the hole in the mannequin's leg into the metal bar and tighten it securely.

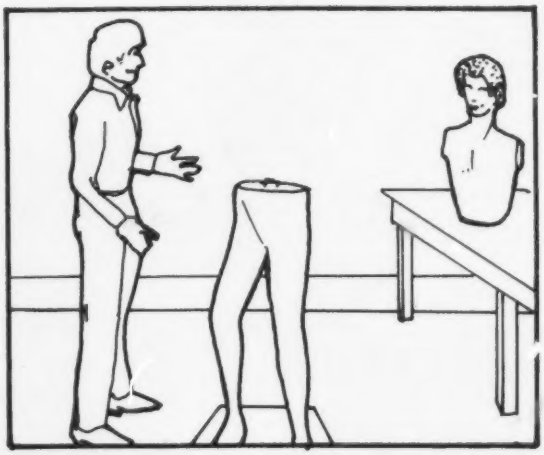
Check Point

Pick up the lower torso of the mannequin. Is the stand securely attached? If not repeat steps 1 – 5. Ask your teacher to check your work. After the teacher approves your work, disassemble the lower torso by unscrewing the wing nut and pulling gently the lower torso from the stand.

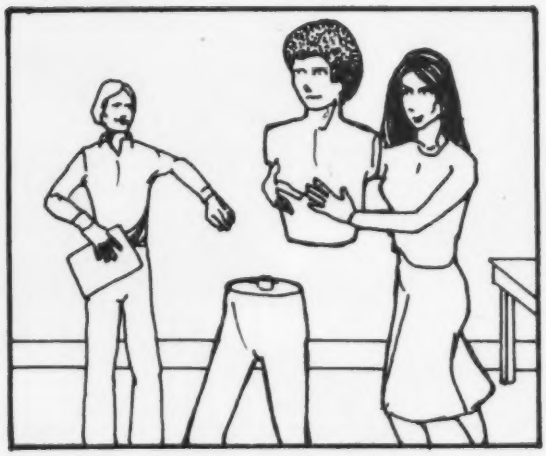
Each member of the group should perform steps 1 – 5 individually. When each student has done this, with the approval of the teacher you may go on to the next objective.

Instructional Objective II

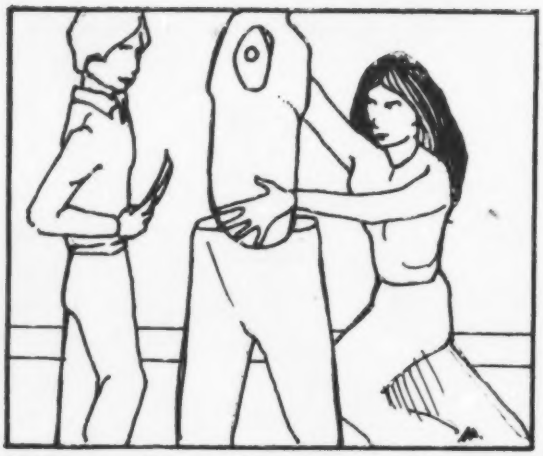
The student will attach the upper torso to the lower torso of a mannequin.



STEP 1 – Place the lower torso on its stand facing you on the floor in the position shown.



STEP 2 – Pick up the upper torso and place it on top of the lower torso, fitting the metal knob in the lower torso into the upper torso.



STEP 3 — Rotate the upper torso ¼ turn to your right. The metal knob should fall into place.

STEP 4 — Rotate the upper torso ¼ turn back so the mannequin is properly aligned and facing you. The metal bolt should be securely attached.

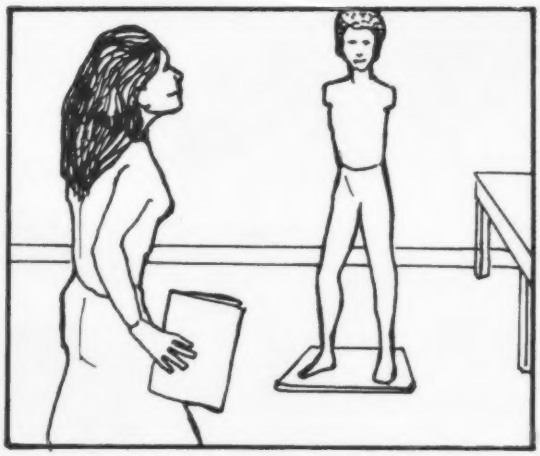
Check Point

Lift the mannequin by the upper torso. If it comes apart repeat steps 1 — 4. If the mannequin is now in one piece and secure, ask your teacher to approve your work. After approval, remove the upper torso by rotating it ¼ turn to the side and pulling up gently and firmly.

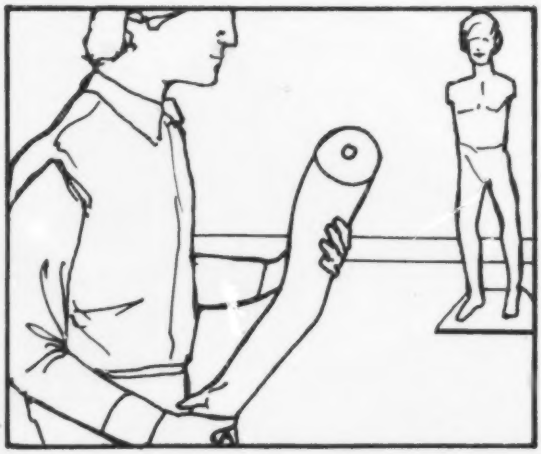
Each student in the group should complete steps 1 — 4 before going on to the next objective.

Instructional Objective III

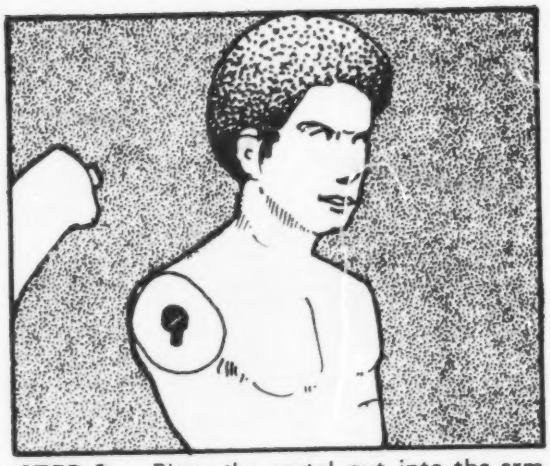
The student will attach the arms to the torso.



STEP 1 — Place the mannequin on the floor facing you as shown.

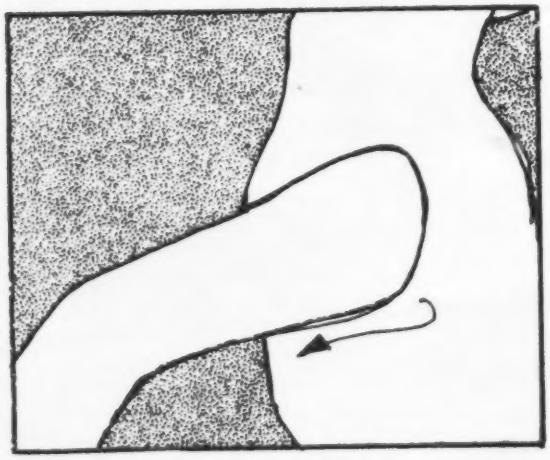


STEP 2 — Pick up the mannequin's left arm. Notice the metal nut that projects from the end of the arm.

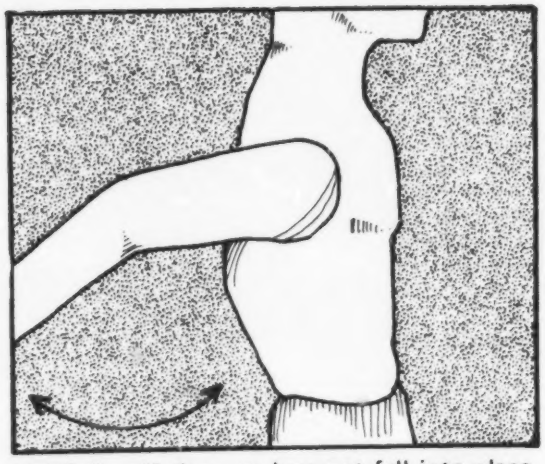


STEP 3 – Place the metal nut into the arm hole located on the left side of the mannequin's UPPER TORSO.

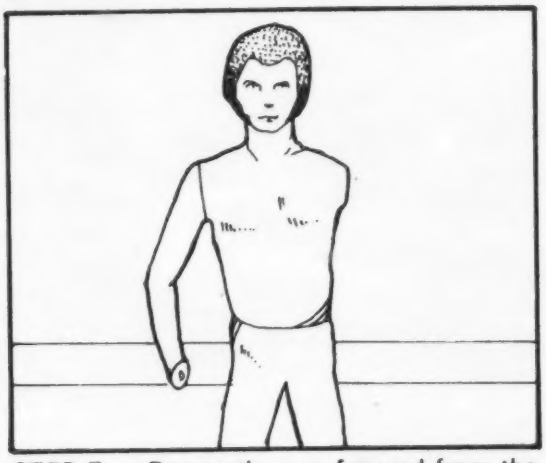
STEP 4 – Rotate the arm to the rear of the torso.



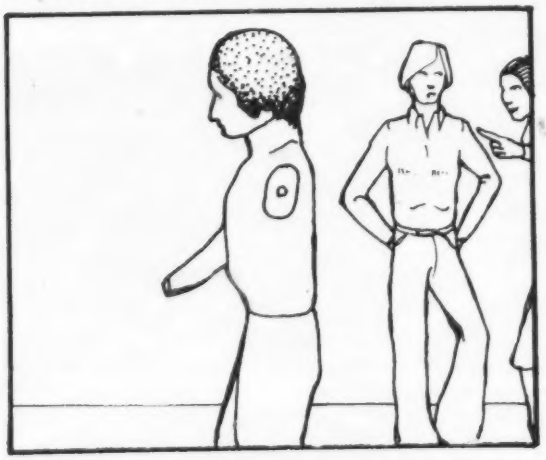
STEP 5 – Push gently on the arm at the shoulder joint. The metal nut should fall into place.



STEP 6 – If the nut does not fall into place, rotate the lower part of the arm up and down gently until it falls into place.



STEP 7 – Rotate the arm forward from the shoulder joint until it can be stopped securely in position in front of the mannequin.



STEP 8 – Repeat steps 1 – 7 for the right arm.

Check Point

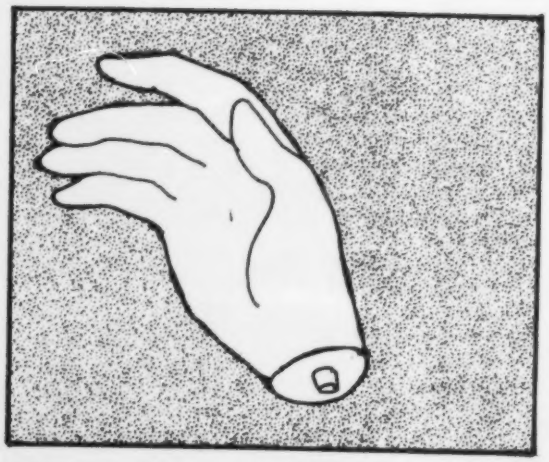
Are the arms securely attached? If not go back and repeat steps 1 – 8 before asking for help. Ask your teacher to check your work.

Remove the arms by rotating them to the back of the mannequin and lifting gently at the arm joint.

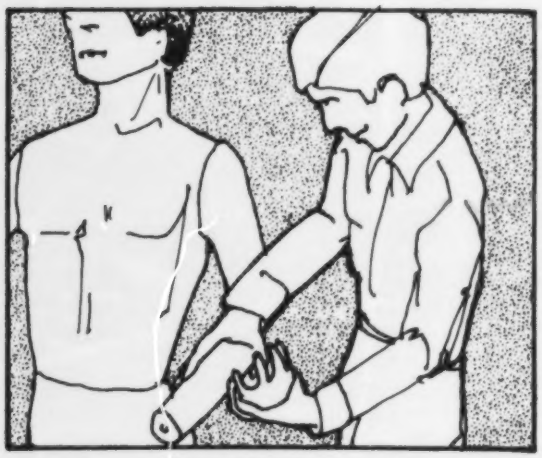
When everyone in your group has completed the objective to your teacher's approval, go on to the next objective.

Instructional Objective IV

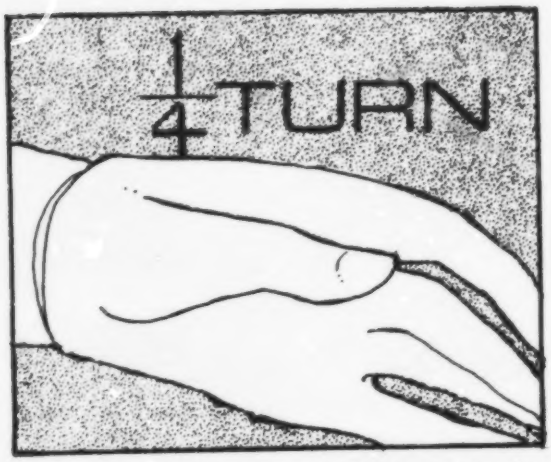
The student will attach the hands to the arms.



STEP 1 – Pick up the left hand gently. The fingers are easily marred scratched or broken. Notice the joint.

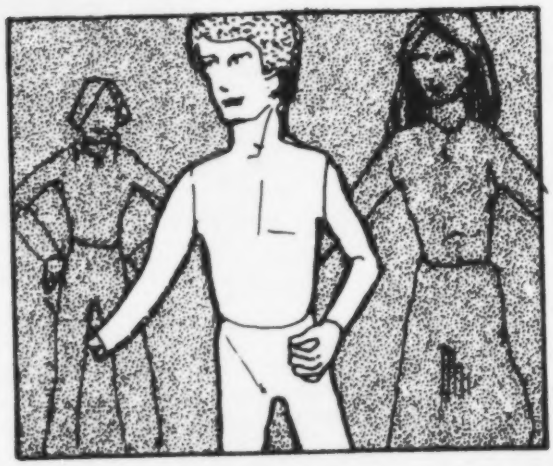


STEP 2 – Place the metal projection into the stump of the left arm.



STEP 3 – Rotate the hand ¼ turn to the right. This will allow the metal joint to fit securely.

STEP 4 – Rotate the hand ¼ turn back into normal position.



STEP 5 – Repeat steps 1 – 4 for the other hand.

Check Point

Are both hands securely attached? If not repeat steps 1 – 5 before asking for help. Let the teacher approve your work.

Remove the hand by rotating ¼ turn and pulling gently. When everyone in the group has completed the objective to the teacher's approval, go on to the next objective.

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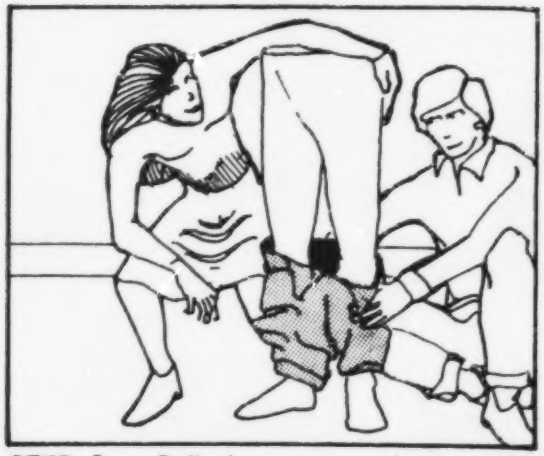
Instructional Objective V

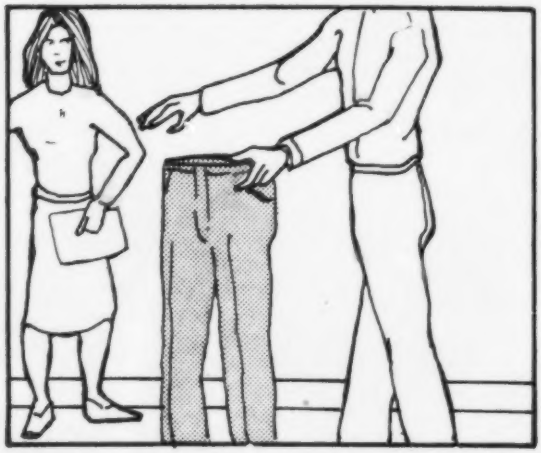
The student will dress the mannequin.

STEP 1 – Put the pants on the mannequin. Unscrew the nut from the stand and pull the legs free.

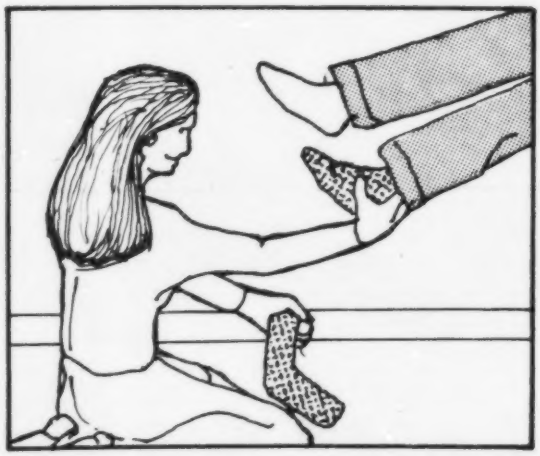
STEP 2 – Working in pairs one student will hold the pants and the other student will slide the lower torso into the pants.



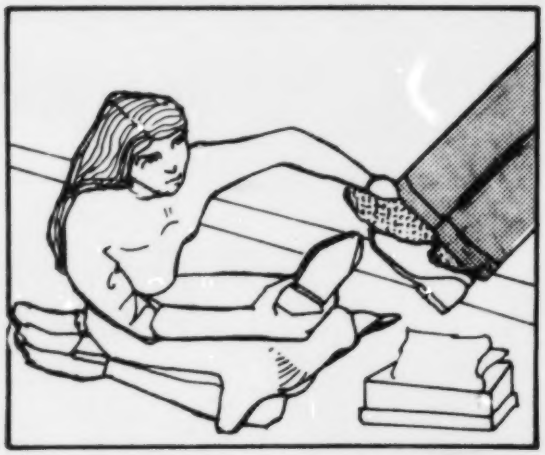
STEP 3 – Pull the pants gently onto the mannequin. Pull the feet through first. Do both legs at the same time.



STEP 4 – Smooth the pants out over the full length of the lower torso.

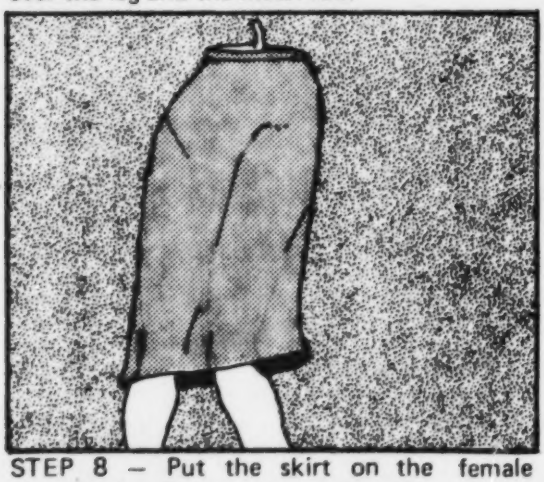


STEP 5 – Put socks on the male mannequin. If they are too large fold over at the toe. (Does not apply to female mannequin)

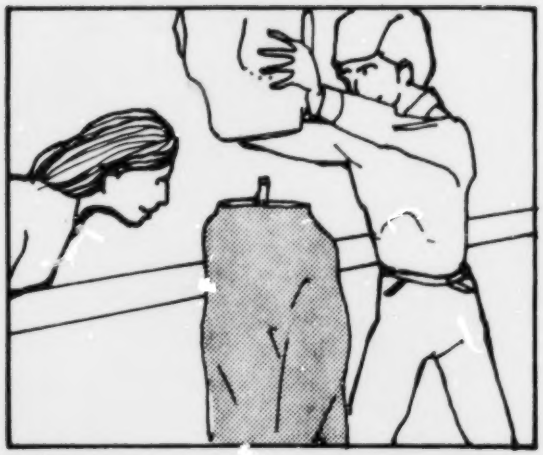


STEP 6 – Put the shoes on the mannequin. Tissue paper may be pushed in the toe or under the sole of the foot to make the shoes fit better.

STEP 7 – Pull up the pants leg and attach the wing bolt to the stand. Make sure the stand is securely attached. Smooth the pants down over the leg and the metal rod.



STEP 8 – Put the skirt on the female mannequin. Stand the lower torso of the female with shoes on in place on the stand. Secure the wing bolt. Put the skirt over the lower torso.

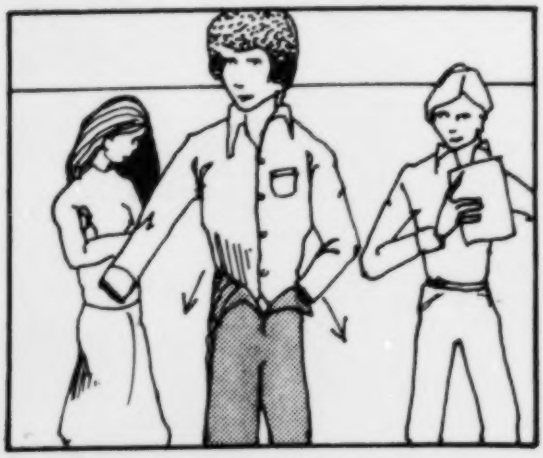


STEP 9 – Attach the upper torso without arms or hands to the lower torso.

STEP 10 – Put the shirt on the mannequin. Do not button it.

STEP 11 – Insert the arms into the sleeves from the shoulder and lock in place.

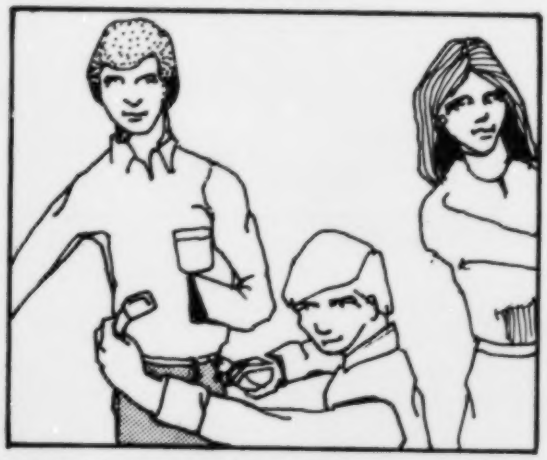
STEP 12 – Button the shirt.



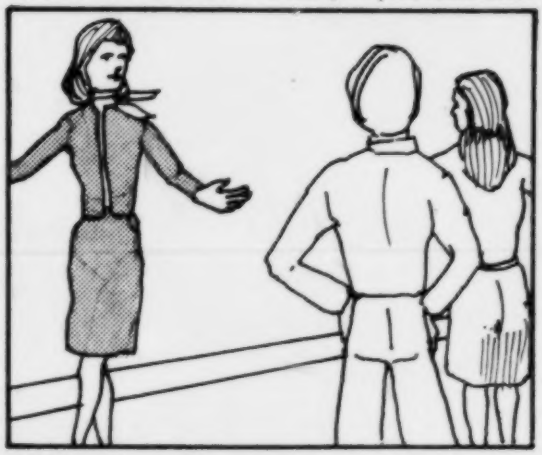
STEP 13 – Tuck the shirt into the pants or skirt by pulling the shirt from the front to the back so that it fits correctly and does not gap.

STEP 14 – Repeat steps 10, 11, and 12 for a jacket or blazer.

STEP 15 – Attach the hands.



STEP 16 – Complete all closings on the pants or skirt and put on the belt, if you have one.



STEP 17 – Put on the wig. Position it carefully. (Omit this step if the wig is permanently attached.)

STEP 18 – Add accessories such as a scarf, tie, jewelry, hat, etc. that are appropriate and available.

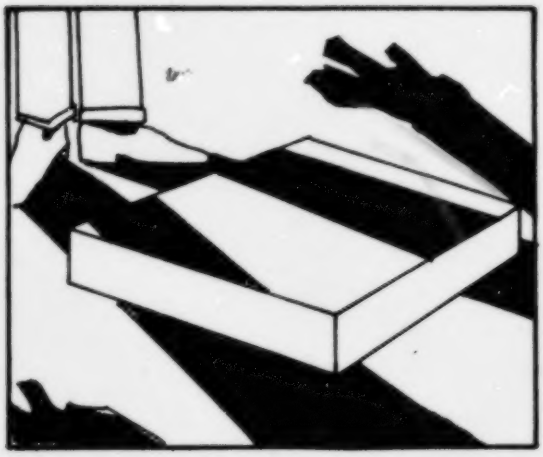
Check Point

Look over the mannequin carefully and see that all the clothes fit smoothly and correctly. Pull all fullness to the back and pin if necessary.

Ask your teacher to check your work before you go on to the next objective.

Instructional Objective VI

The student will place the mannequin on the mannequin base.



STEP 1 — Use the carrying case as a platform.

STEP 2 — Place the mannequin on the platform by carefully picking up the mannequin at the lower torso and gently moving it onto the platform.

STEP 3 – Position the mannequin on the platform to receive maximum exposure from people passing by.

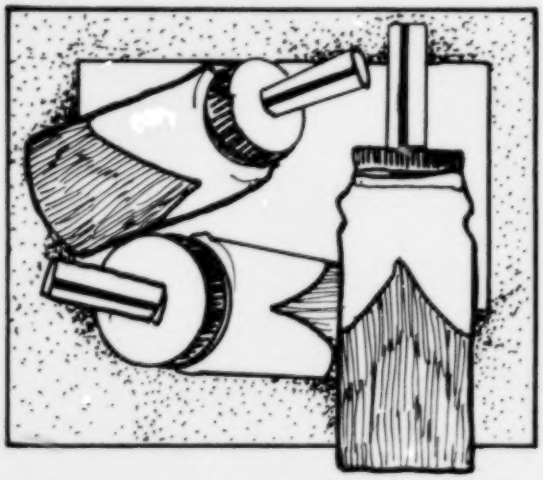
Check Point

Is the mannequin turned so that it receives maximum attention from someone walking by the platform? If not, adjust the placement.

Ask your teacher to approve your placement before going on to the next objective.

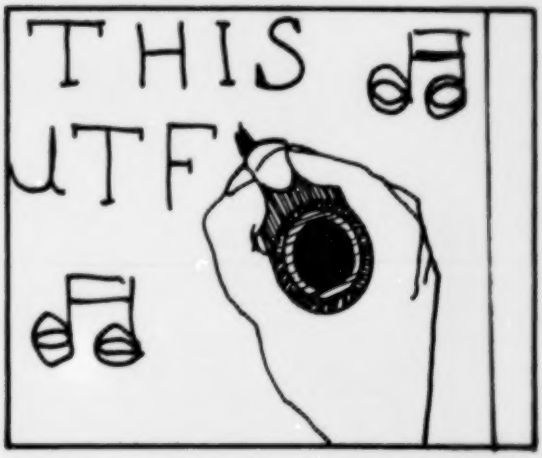
Instructional Objective VII

The student will make a show card for the display.

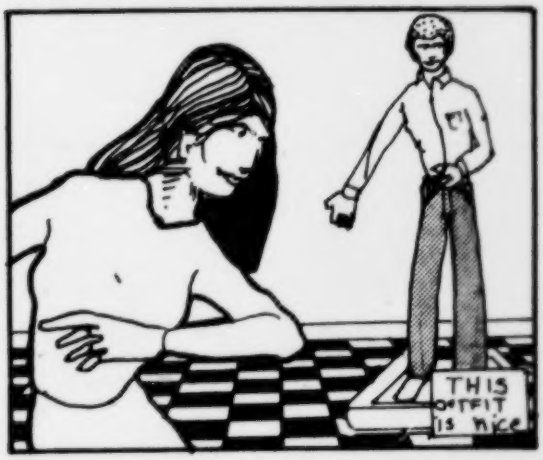


STEP 1 – Obtain a small piece of poster paper and markers from your teacher.

STEP 2 – Select a theme for the display. Example: Around the Clock Fashions. Create a show card message for the display using the theme. Example: This outfit goes to the office and then out on the town. Example: The time is right to update your wardrobe.



STEP 3 – Design the show card using the message. Be neat, be attractive, be creative, add interest to the display, do not distract from it.



STEP 4 – Place the sign in an appropriate spot in the display.

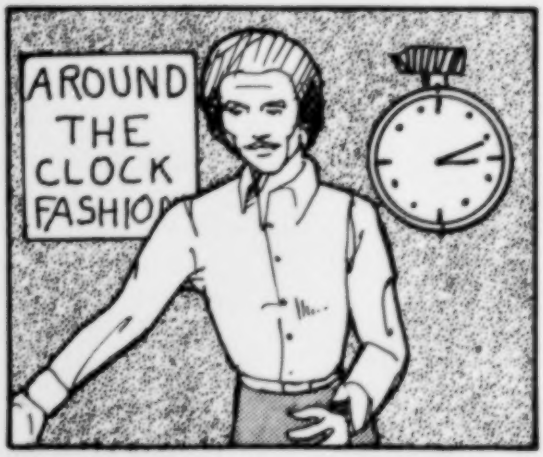
Check Point

Does the show card complement the display? Does it get across the image you want to project? Is it neat, attractive, and does it attract attention? If the answer to any of these questions is no, repeat steps No. 1–4. Ask your teacher to check your work before you go on to the next objective.

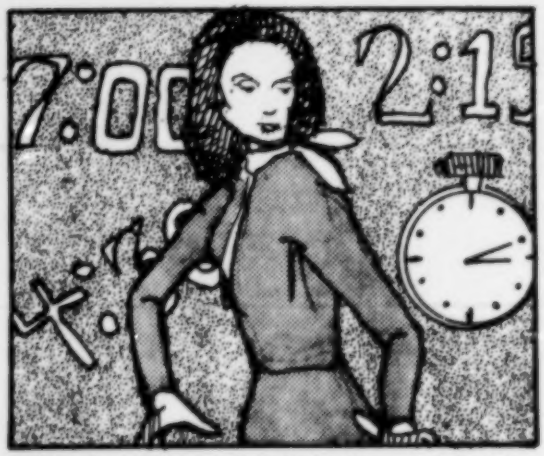
Instructional Objective VIII

OPTIONAL – COMPLETE ONLY WITH TEACHER APPROVAL

The student will create a background for the display.



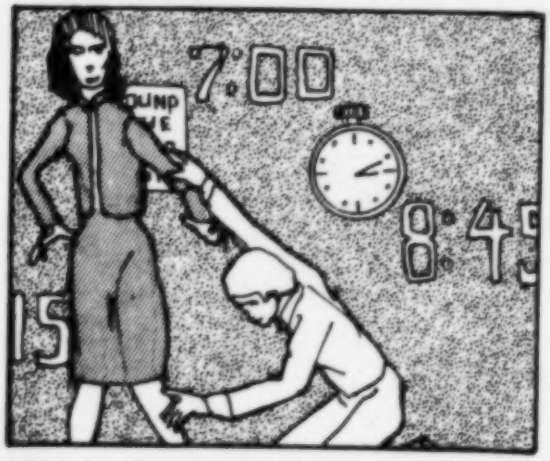
STEP 1 – Select a theme for the display that would be appropriate for the clothes. Example: Around the clock fashions.



STEP 2 – Plan a simple background for the display. A large poster paper clock may be appropriate for the suggested theme.

STEP 3 – Obtain the materials to complete the background. Be creative and original. A roll of leftover wallpaper, travel posters, the want ads, a painted backdrop, school sports schedules, (posters), or cutouts of a seasonal motif such as hearts, jack-o-lanterns, shamrocks, fall leaves, etc. may be appropriate for your theme.

STEP 4 – Attach the background.



STEP 5 – Position the mannequin so that the background helps to make it more important.

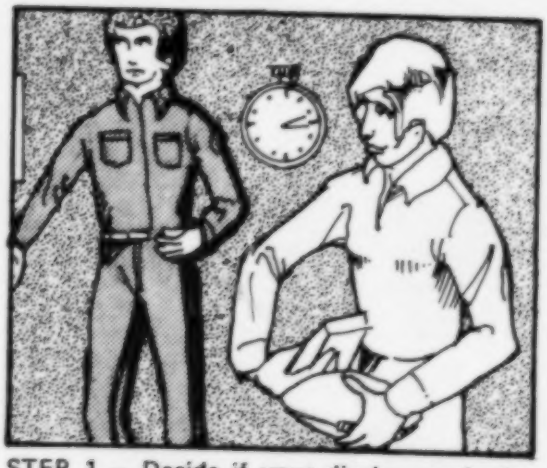
Check Point

Is the background neat, attractive and appropriate? Does it carry out the theme? Is the mannequin and the clothes the most important thing in the display? If you answer no to any questions repeat steps No. 1–5. Ask your teacher's approval before going on to the next objective.

Instructional Objective IX

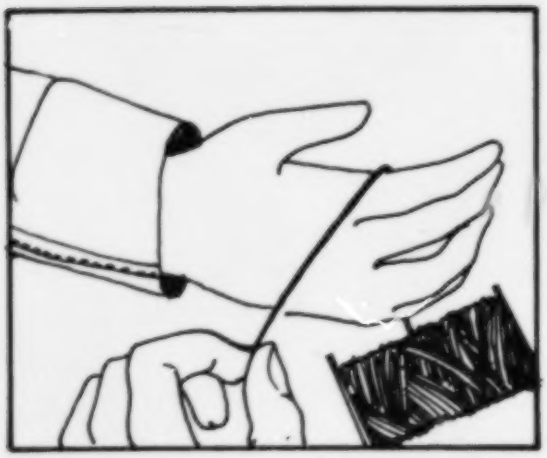
OPTIONAL – COMPLETE ONLY WITH TEACHER APPROVAL

The student will select some accessories to complete the display.



STEP 1 – Decide if your display needs the addition of a prop. Suggestions: Books, Sports Equipment, etc.

STEP 2 – Place the prop in an appropriate place.



STEP 3 – If necessary the props may be secured with lightweight wire, fishing line, or light-colored sewing thread.

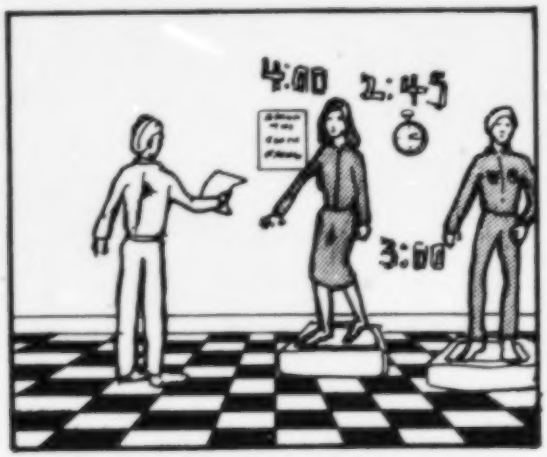
Check Point

Is the prop appropriate? Does it add to the display and not distract from it? Does it look natural? If the answer to any of these questions is no, repeat steps No. 1–3. If the answer is yes, ask your teacher for approval to go on to the next objective.

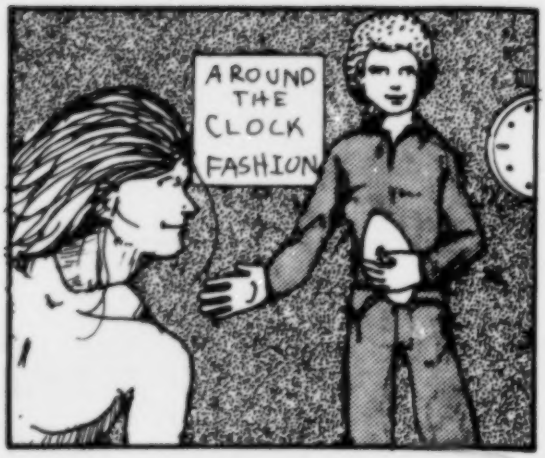
Instructional Objective X

The student will evaluate the displays.

STEP 1 – Obtain the rating sheet from the teacher.



STEP 2 – Rate your display on the items listed. Be fair, be truthful, and be accurate.



STEP 3 – Go to each of the other displays and rate them in the same manner as you rated your display.

Check Point

Make sure all the items are complete on the rating sheet and total your score. Give the completed sheet to your teacher.

PROGRAMMED TEXT B

FORM

FASHION MERCHANDISING
DISPLAY

INTRODUCTION

In order for students to be successful in the field of Distributive Education, they must understand the importance of sales promotion. One of the most important aspects of promotion is visual merchandising, or display. To display means to show or exhibit goods or ideas. Displays are designed to sell merchandise. They also create an image that reflects the character of a store. In Distributive Education these goods or ideas are usually best demonstrated by using mannequins. Customers can see the garments as they are to be worn, thus helping them to make a decision to buy the clothes.

In this activity you will learn how to assemble and dress a mannequin or a display form. You will also set up a simple interior display and evaluate the display.

GOALS

The student will learn how to put garments on a display form correctly.

The student will learn how to assemble a simple display.

The student will evaluate a display.

DIRECTIONS

Start by reading objective No. 1 and then follow the steps to complete the objective.

Complete the checkpoints before going on to the next objective.

If you cannot complete the checkpoint, redo the steps and try again before asking for help.

Do not make any marks in the programmed text.

You will be working in a group of four students. Students will take turns doing the activities individually.

MATERIALS

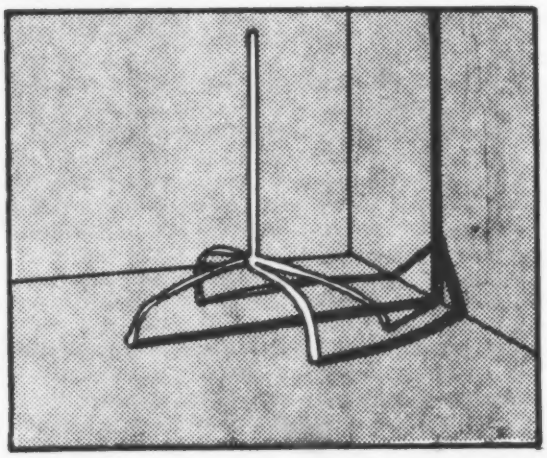
At your station you should have the following items:

1 suit form or dress form
1 stand for form
1 set of clothes including skirt, jacket, and blouse for female — shirt and jacket for male

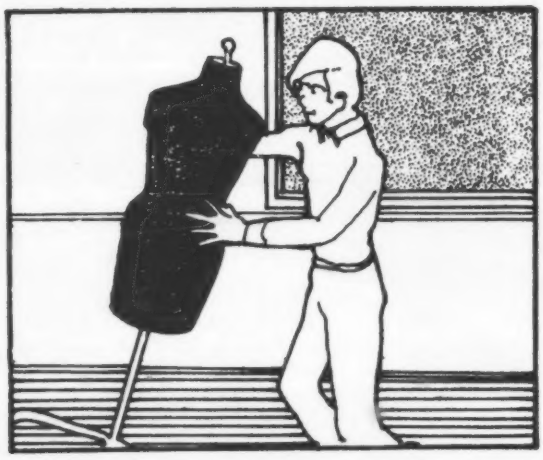
PROGRAMMED TEXT – B
(For Form)

Instructional Objective 1

The student will attach the form to the stand.



STEP 1 – Place the stand on the floor in front of you as shown.



STEP 2 – Place the form over the stand, sliding the metal rod into the hole.

STEP 3 – Fasten the rod securely with the bolt.

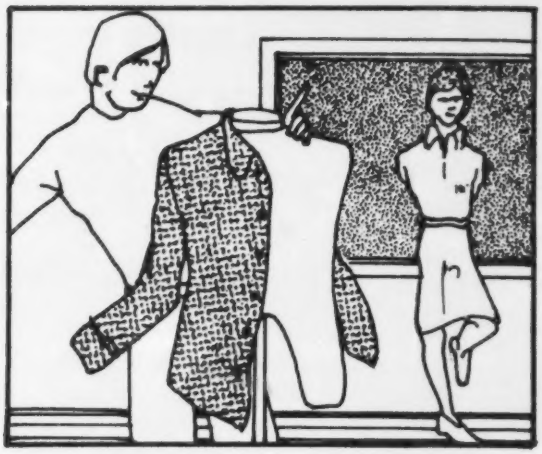
Check Point

Pick up the form at the chest. Is the stand securely attached? If not repeat steps No. 1–3. Ask your teacher to check your work. After the teacher approves your work, disassemble the stand from the form by unscrewing the bolt and gently pulling the form off the stand.

Each member of the group should perform steps No. 1–3 individually. When each member of the group has done this, you may go on to the next objective.

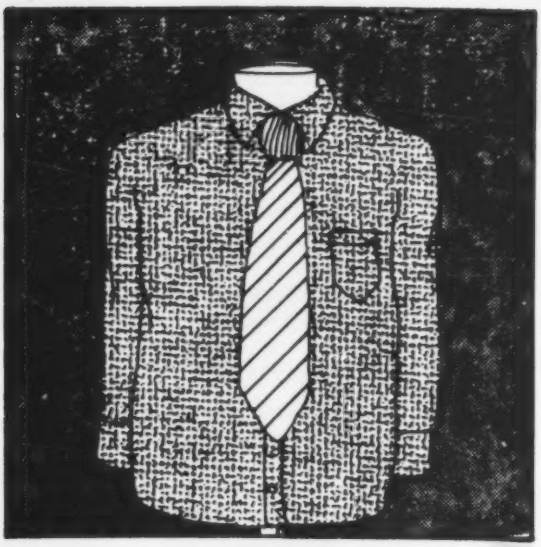
Instructional Objective II

The student will dress the form.

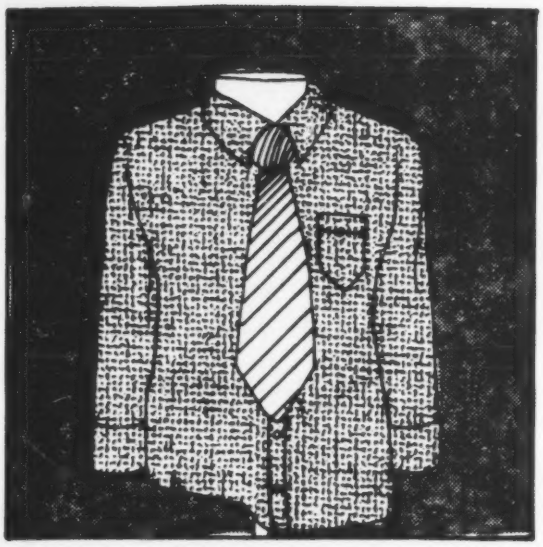


STEP 1 – Unbutton the shirt and put it on the form.

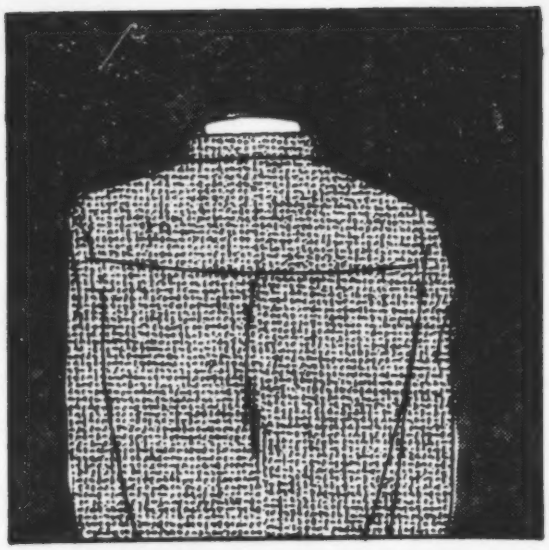
STEP 2 – Put the tie or scarf on the form. (If you have one.)



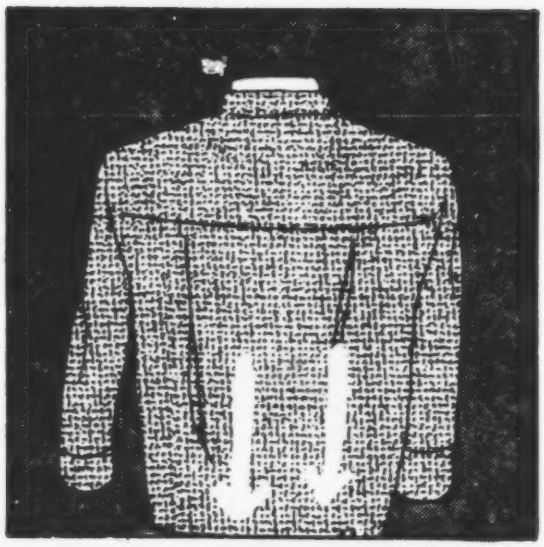
STEP 3 – Smooth the fullness in the shirt away from the shoulders, out and down.



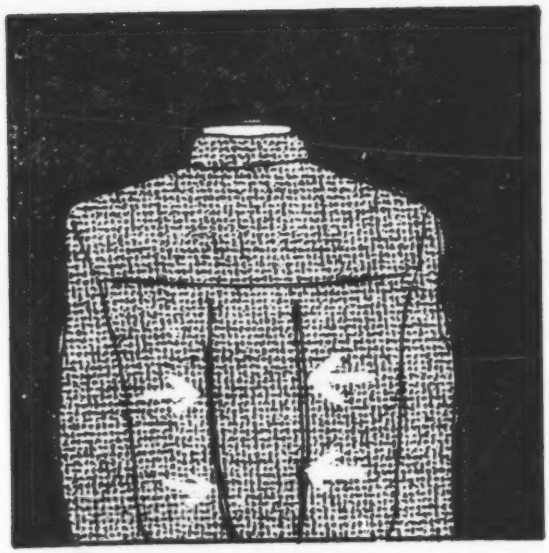
STEP 4 – Pin the shirt to the underside of the form in front, carefully pulling out the fullness.



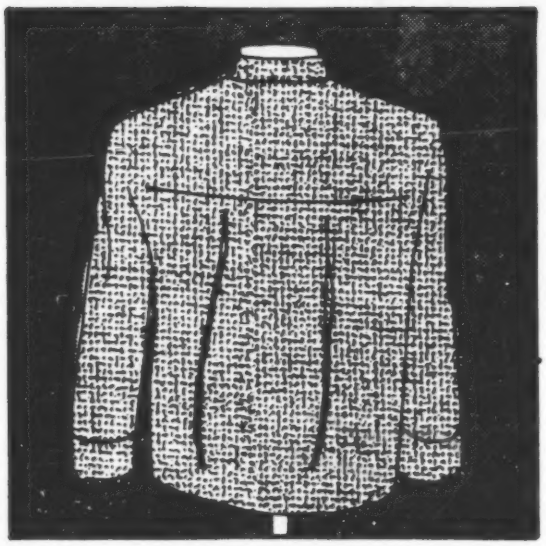
STEP 5 – Turn the form until the back of the form is in front of you.



STEP 7 – Tuck the bottom of the shirt under the form in the back and pin to hold it secure.

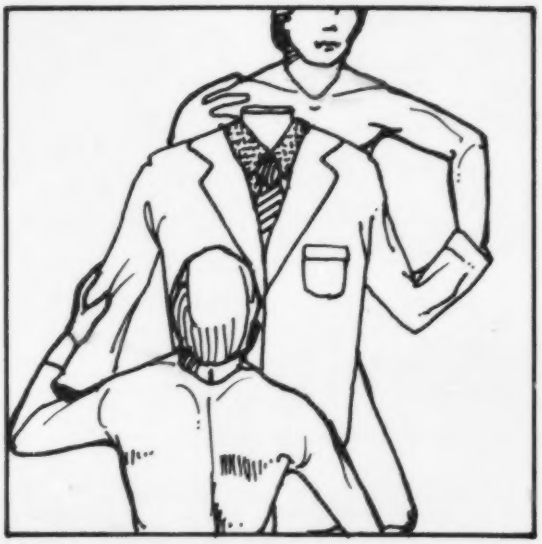


STEP 6 – Pull the fullness in toward the center back, pinning it to the form to hold it smooth.



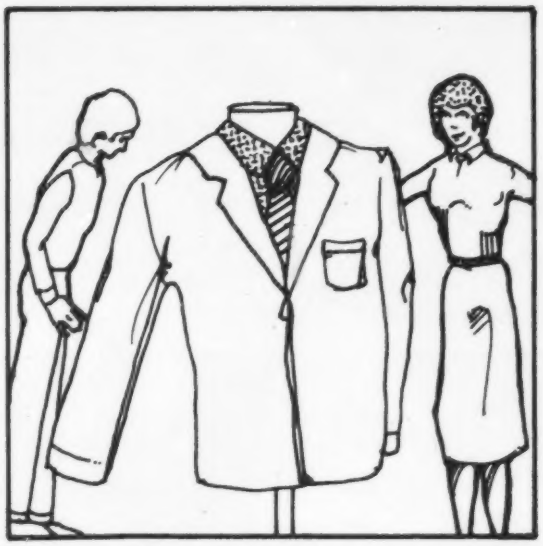
STEP 8 – Make sure all of the shirt tail is tucked out of sight.

STEP 9 – Put the skirt on the female form by sliding it over the top of the form, down over the shirt. Fasten the skirt.

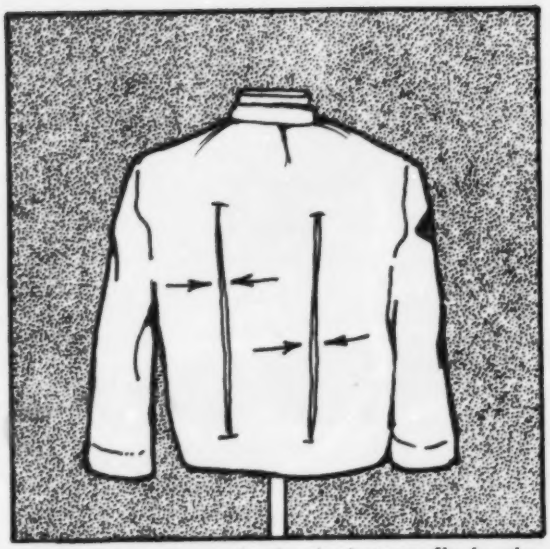


STEP 11 – Pull the sleeves through the jacket sleeves.

STEP 10 – Put the jacket on the form.

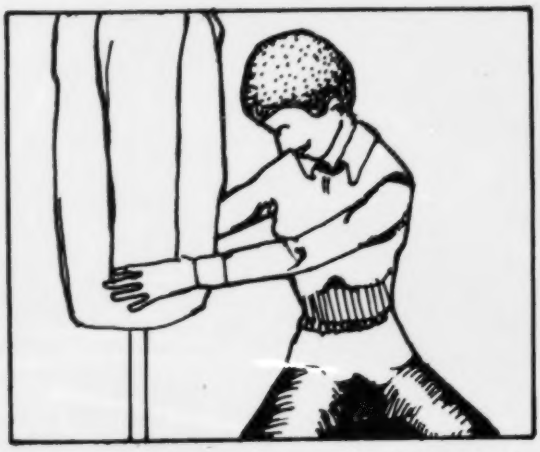


STEP 12 – Button or zip the lower portion of the jacket.

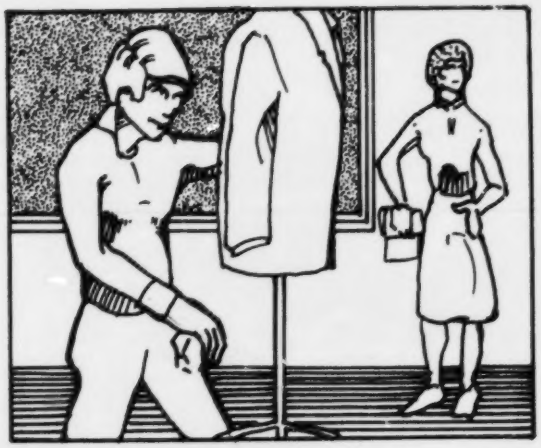


STEP 13 – Smooth the jacket to fit in the back. Pull the excess fullness into two tucks on either side of the center back.

STEP 14 – Pin the excess fullness in the tucks, being very careful not to damage the merchandise.



STEP 15 – Pin the sleeves of the jacket to the form at the cuff line. Pin from inside the sleeve to the jacket so that the pin does not show.



STEP 16 – If the sleeves appear flat, you may stuff them with rolled tissue paper to give them a smooth rounded look.

Check Point

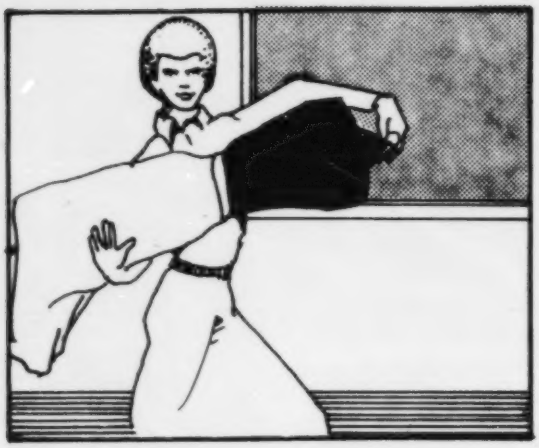
Look the form over carefully and check to see that all clothes fit smoothly and correctly. The tucks in the jacket back will not show when the form is on display.

Ask your teacher to check your work before you go on to the next objective.

Instructional Objective III

The student will place the form in an appropriate place for a display.

STEP 1 – Use the carrying case as a platform. (This step is for the Female Form only.)



STEP 2 – Place the form on a counter or table or other appropriate place, so that the front of the form is visible to people passing by. Handle the form very carefully, by the stand.

STEP 3 – Position the form to receive exposure from people passing by the display.

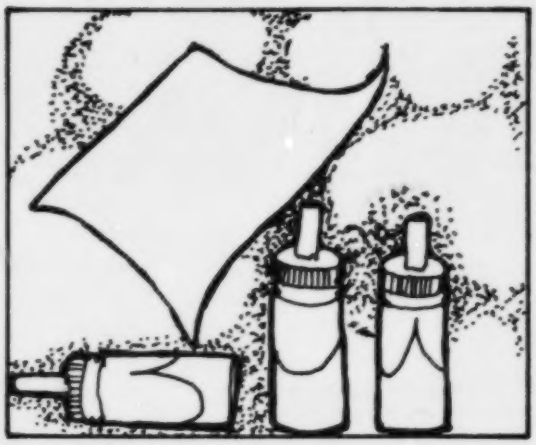
Check Point

Is the form turned so that it receives maximum attention from someone walking by the display? If not, adjust the placement.

Ask your teacher to approve your placement before going on to the next objective.

Instructional Objective IV

The student will make a show card for the display.



STEP 1 – Obtain a small piece of poster paper and markers from your teacher.

STEP 2 – Select a theme for the display. Example: Around the Clock Fashions. Create a show card message for the display using the theme. Example: This outfit goes to the office and then out on the town. Example: The time is right to update your wardrobe.

STEP 3 – Design the show card using the message. Be neat, be attractive, be creative, add interest to the display, do not distract from it.

STEP 4 – Place the sign in an appropriate spot in the display.

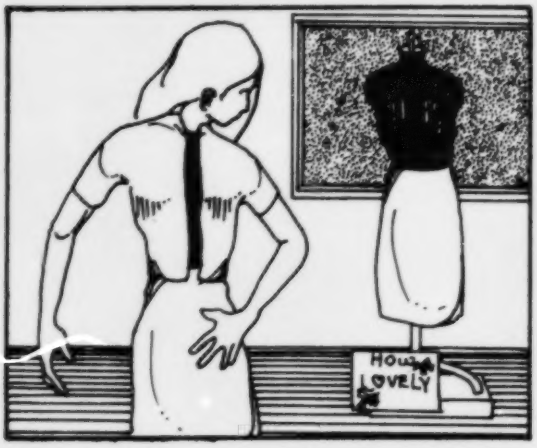
Check Point

Does the show card complement the display? Does it get across the image you want to project? Is it neat, attractive, and does it attract attention? If the answer to any of these questions is no, repeat steps No. 1–4. Ask your teacher to check your work before you go on to the next objective.

Instructional Objective V

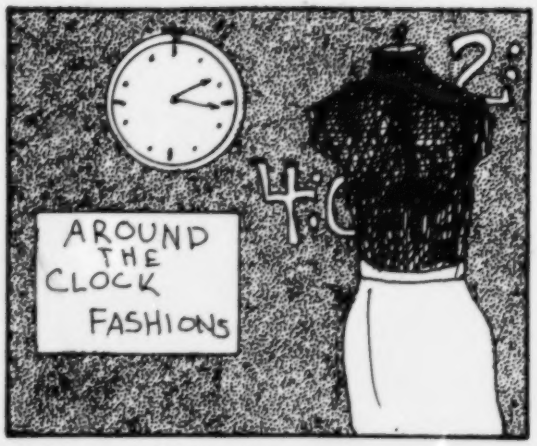
OPTIONAL – COMPLETE ONLY WITH TEACHER APPROVAL

The student will create a background for the display.



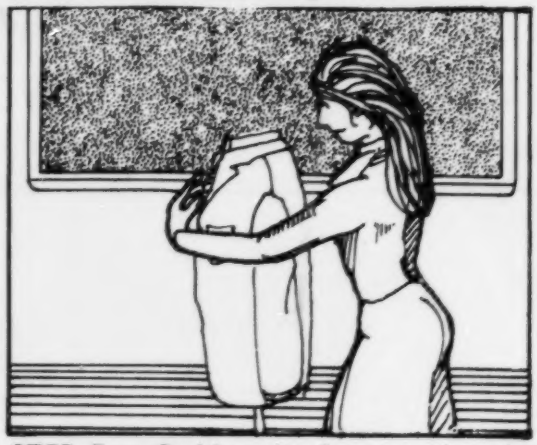
STEP 1 – Select a theme for the display that would be appropriate for the clothes. Example: Around the Clock Fashions.

STEP 2 – Plan a simple background for the display. A large poster paper clock may be appropriate for the suggested theme.



STEP 3 – Obtain the materials to complete the background. Be creative and original. A roll of leftover wallpaper, travel posters, the want ads, a painted backdrop, school sports schedules, (posters), or cutouts of a seasonal motif such as hearts, jack-o-lanterns, shamrocks, fall leaves, etc. may be appropriate for your theme.

STEP 4 – Attach the background.



STEP 5 – Position the form so that the background helps to make it more important.

Check Point

Is the background neat and attractive and appropriate? Does it carry out the theme? Is the form and the clothes the most important thing in the display? If you answer no to any questions, repeat steps No. 1–5. Ask your teacher's approval before going on to the next objective.

Instructional Objective VI

OPTIONAL – COMPLETE ONLY WITH TEACHER APPROVAL

The student will select some accessories to complete the display.

STEP 1 – Decide if your display needs the addition of a prop. Suggestions: Books, Sports Equipment, etc.

STEP 2 – Place the prop in an appropriate place.

STEP 3 – If necessary the props may be secured with lightweight wire, fishing line, or light-colored sewing thread.

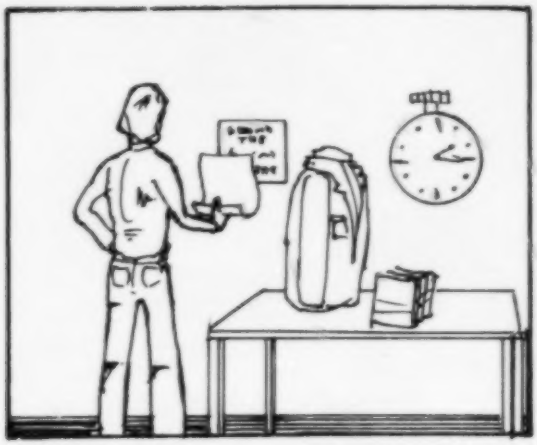
Check Point

Is the prop appropriate? Does it add to the display and not distract from it? Does it look natural? If the answer to any of these questions is no, repeat steps No. 1–3. If the answer is yes, ask your teacher for approval to go on to the next objective.

Instructional Objective VII

The student will evaluate the displays.

STEP 1 – Obtain the rating sheet from the teacher.



STEP 2 – Rate your display on the items listed. Be fair, be truthful, and be accurate.

STEP 3 – Go to each of the other displays and rate them in the same manner as you rated your display.

Check Point

Make sure all the items are complete on the rating sheet and total your score. Give the completed sheet to your teacher.

142.031-014 MANAGER, DISPLAY (ret. tr.)

Develops advertising displays for window or interior use and supervises and coordinates activities of workers engaged in laying out and assembling displays: Consults with advertising and sales officials to ascertain type of merchandise to be featured and time and place for each display. Develops layout and selects theme, colors, and props to be used. Oversees requisitioning and construction of decorative props from such materials as wood, plastics, paper, and glass. Plans lighting arrangement and selects coloring medium. May design store fixtures. May prepare sketches or floor plans of proposed displays. May develop merchandise displays at special exhibits, such as trade shows.

142.051-010 DISPLAY DESIGNER (profess. & kin.) display and banner designer; flag decorator and designer.

Designs displays, using paper, cloth, plastic, and other material to decorate streets, fairgrounds, buildings, and other places for celebrations, fairs, and special occasions: Confers with client regarding budget, theme, materials, colors, emblem styles, and related factors. Plans display and sketches rough design for client's approval. Selects stock decorations or directs construction according to design concepts. May construct decorations. May direct and supervise workers who put up decorations. May design, draw, paint, or sketch backgrounds and fixtures made of wood, cardboard, paper, plaster, canvas, or other material for use in windows or interior displays and be designated DISPLAY ARTIST (profess. & kin.). May specialize in designing outdoor displays and be designated DISPLAY DESIGNER, OUTSIDE (profess. & kin.).

739.361-010 DISPLAY MAKER (signs) experimental-display builder; model maker.

Designs, fabricates, assembles, or installs displays, exhibits, and models of point-of-sale displays: Designs displays or exhibits from pictures or sketches, or according to verbal instructions from customer. Lays out, cuts, shapes, and finishes wood, plastic, Plexiglas, sheet metal, and hardboard parts of displays, using woodworking machines, metal machines, and handtools, according to drawings or blueprints. Cuts glass to specified shape with glasscutter. Assembles parts with nails, screws, bolts, and glue, using handtools. Confers with designer, customer, or salesperson regarding refinements, additions, and adjustments. May disassemble display to make working drawings for production run and to produce estimates for accounting and sales departments. Reassembles and sends to prospective customer. May wire display for illumination, audio, or video. May travel and set up display on designated site. May specialize in making diorama models and be designated DIORAMA MODEL-MAKER (signs).

SALESPERSON (ret. tr.; whole. tr.)

Sells merchandise to individuals in store or showroom, utilizing knowledge of products sold: Greets customer on sales floor and ascertains make, type, and quality of merchandise desired. Displays merchandise, suggests selections that meet customer's needs, and emphasizes selling points of article, such as quality and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. May wrap merchandise for customer. May take inventory of stock. May requisition merchandise from stockroom. May visit customer's home by appointment to sell merchandise on shop-at-home basis. Classifications are made according to products sold as SALESPERSON, AUTOMOBILE ACCESSORIES (ret. tr.; whole. tr.); SALESPERSON, BOOKS (ret. tr.); SALESPERSON, SURGICAL APPLIANCES (ret. tr.).